

CLASSROOM ASSESSMENTS THAT COUNT

Classroom teachers play a crucial role in the RtI process.

They create lessons, decide on accommodations and modifications, and assess student progress. This session will focus on assessments of learning that come from classroom instruction. Samples of assessments and helpful handouts will be provided.

PRESENTER

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Required Observation

34 CFR 300.306(a)(1)

- Use information from observation in routine classroom instruction and monitoring of child's performance that was done before the child was referred for an evaluation

The primary purpose of assessment:

- To improve teaching and learning.
 - Integral part of instruction
 - Evidence of student learning, knowledge, thinking, and problem solving
 - Inform instruction

Assessment must be contextualized:

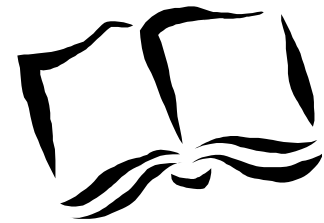
- The closer the assessment process gets to the student and to the context in which he or she is learning, the more likely it will provide useful information.
- Assessments must recognize and reflect the intellectually and socially complex nature of reading and writing.

Assessments do not need to come in kits, but may include:

- Observation
- Inventories
- Checklists
- Rubrics
- Performance and portfolio assessments
- Peer and self evaluation
- Running records
- Reader response logs
- Reading conferences
- Reflection logs
- Retellings
- Discussion

The Big "3" in Reading

- Accuracy
- Comprehension
- Fluency



Reading Is Thinking!

- What is reading?
 - Saying the words?
 - Knowing the letters and sounds?
 - Answering questions?



Reading Is Thinking!

- Comprehension is not an automatic result of decoding and oral language. It is a “complex process involving knowledge, experience, thinking and teaching.”



Linda Fielding and P. David Pearson, 1994

Classroom Assessments that count are...

...linked to classroom instruction

...used to inform instruction

...integrated into day-to-day routines and are part of instruction, not stop and test events

...*AND* require staff development to make it happen!

